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ABSTRACT

In 1997 the North Carolina legislature passed the Safe Schools law, which sets forth definite responsibilities for the State Board of Education, local boards of education, and individual schools. In response to this mandate, suggestions that should help local boards and local education agencies in developing their local plans and in providing guidance to individual schools are presented in this document. Since much of the law's language is prescriptive in its requirements, much of this document comes directly from the statute. Clarifying statements are provided and examples are given in an attempt to facilitate the work that has to occur at the local level. This document emphasized that local school leadership must promote each school's "Safe School Plan" in conjunction with and as a part of the school's overall comprehensive school improvement plan. Each local education agency must carefully assess and define its needs and determine what resources are required to bring the school system into compliance. This self-study process was developed to assist the local board oversees development of the administrative unit's safe school plans. Each plan must address all of the legislated components outlined in this document. Nine appendices contain the protocol for preparing safe school plans, suggest plan format, a form to request assistance from a safety intervention team and other materials. (RJM)

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GUIDELINES FOR DEVELOPING THE LOCAL SCHOOL ADMINISTRATIVE UNIT SAFE SCHOOL PLAN

A RESOURCE FOR LOCAL BOARDS OF EDUCATION

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FALL 1997

Public Schools of North Carolina
State Board of Education • Phil Kirk, Chairman
Department of Public Instruction • Michael Ward, State Superintendent

EA 029 075

Introduction

The 1997 Safe Schools legislation sets forth very definite responsibilities for the State Board of Education, local boards of education and individual schools. This document will assist local boards/LEAs in developing their local plans and providing guidance to individual schools. The legislation is very prescriptive in its requirements; therefore, much of this document comes directly from the statute. Clarifying statements are provided and examples or samples are given in an attempt to facilitate the work that has to occur at the local level.

It is important for local school leadership to promote that each school's "Safe School Plan" be done in conjunction with and as a part of the school's overall comprehensive school improvement plan. The Safe School Plan should not be an additional stand alone plan.

Legislation requires development and evaluation of individual school plans by June, 1998. Building administrators can qualify for a 1% salary increase for successful implementation of this plan. Salary increases are to be awarded by July, 1998. The decision to award this increase is made by the local board, and can be based on guidelines developed by the State Board (see p. 7).

Like every school, each local education agency must carefully assess and define its needs, and determine what resources are needed to address defined needs of the school system. This self-study process will prove invaluable as the local board oversees development of the local administrative unit's safe school plan. The plan must be developed during the 1997-98 school year. It must address all of the legislated components outlined in guideline number 1 on page 7 of this document. Individual school plans can serve as a resource in developing the LEA safe school plan. Just as schools' overall improvement plans are subject to revision, so is the safe schools part of their plan, especially following adoption of the LEA safe school plan.

SUMMARY OF SAFE SCHOOLS LEGISLATION

This legislation should be interpreted in relation to the 1995 school improvement legislation. Whereas it was previously encouraged that safe school components be included in a school's overall improvement plan, it is now required that they be. Eventual enactment of all portions of this legislation will mean that schools, LEAs and local boards will need to collectively insure that essential safe school components are incorporated in every school's annual school improvement plan. To facilitate understanding of the legislation, direct quotes of it are used wherever appropriate.

This new legislation serves to guide and shape this planning process via three specific provisions. First, safe school components that must be incorporated into each school's current improvement plan include:

1) " . . . plans, policies and procedures for dealing with disorderly and disruptive behavior", and
2) ". . . effective measures for assisting students who are at risk of . . . engaging in disruptive and disorderly behavior."

When a local board approves a school's overall improvement plan, it must insure that the above provisions are addressed.

Second, the local board will, before the end of the school year, have to decide on whether school administrators qualify for salary increases tied to safer schools. To facilitate this decision, the above components of safe school plans should be stated in the form of " . . . objectively measurable goals." The board can then decide that an administrator qualifies for the salary increase if it " . . . find(s) that the employee's school has met (these) objectively measurable goals . . .". The setting of these goals and evaluation of their accomplishment are responsibilities of the local education leadership and board of education.

Third, a school's modifications of its comprehensive school improvement plan for 1998-99 should be done in concert with the LEA safe schools plan that is required to be implemented in 1998-99. This LEA plan must include a number of legislated components (see the first guideline of the "Guidelines for Rewarding School Administrators" section of this document for a summary of these components). As part of this mandate, the local board and LEA administration must provide "direction to school improvement teams . . . to incorporate into their school improvement plans the appropriate components of the local (LEA) plan for maintaining safe and orderly schools." What is appropriate for a school to adopt from the LEA plan would be guided by needs that are identified by or for the school relative to safety and orderliness.

In sum, what this legislation requires of locals over the next year is:

1) Schools to be incorporating into their 1997-98 overall improvement plans, with local board approval, safe schools components as described in the second paragraph above.

2) LEAs to now be developing a system-wide plan that will guide revisions in school's improvement plans for 1998-99.

3) Schools to have school improvement plans for 1998-99 that incorporate LEA safe school components that are responsive to identified needs of each school.

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GUIDELINES FOR LOCAL BOARDS' DEVELOPMENT OF PLANS TO MAINTAIN SAFE AND ORDERLY SCHOOLS

Schools should be safe, secure and orderly. If students are to aim for academic excellence, it is imperative that there is a climate of respect in every school and that every school is free of disruption, drugs, violence, and weapons. All schools must have plans, policies, and procedures for dealing with disorderly and disruptive behavior. All schools and school units must have effective measures for assisting students who are at risk of academic failure or of engaging in disruptive and disorderly behavior.

State Board of Education Responsibilities

(1) Adopt guidelines for development of local safe school plans.

(2) Provide, in cooperation with the Board of Governors of the University of North Carolina, ongoing technical assistance to local school administrative units in the development, implementation and evaluation of their local safe school plans.

(3) May levy sanctions when any administrator or employee of a local administrative unit delays or refuses to prepare and implement a local safe school plan: e.g. withhold salary or revoke the certificate of the superintendent for failure to fulfill the superintendent's duties relative to a local safe school plan.

LOCAL SAFE SCHOOL PLAN

The local board of education shall develop a local administrative unit safe school plan that ensures that every school in the unit is safe, secure, and orderly; has a climate of respect; and promotes appropriate personal conduct for all students and school personnel. The local board's plan will serve as the guide for each individual school's development of its plan, and should be completed by March 31, 1998, and implemented in the 1998-99 school year.

I. PRELIMINARY STEPS

A. **Establish a committee to develop or review the plan.** The committee shall include parents, representatives of the school community and relevant others.

B. **Review current policies, plans, statements and procedures.** In developing its district safe school plan, the **local board** should conduct a comprehensive review of its relevant existing policies, plans, statements and procedures to determine whether they:

(1) are effective;
(2) have been updated to address recent changes in the law;
(3) meet the current needs of each school in the local school administrative unit;
(4) address the components required in the new statute; or
(5) need to be revised in order to comply with current statute.

C. Determine methods to communicate the Plan

The **local board** shall:

(1) submit 5 copies of the completed local administrative unit safe school plan to the State Board of Education by March 31, 1998.

(2) ensure that the plan is available and accessible to parents and the school community.

(3) demonstrate annually to the State Board how the At-Risk Student Services/Alternative Schools Funding Allotment has been used to prevent academic failure or promote school safety.

D. Keep the Plan current

The local board may amend the plan as often as it considers necessary or appropriate, especially if the plan is a long-term (e.g. 3-year) plan.

II. DEVELOPING THE PLAN

The local board shall include the following components when developing **the local administrative unit safe school plan:**

A. Introductory components:

1. Standards of Behavior for Students and School Personnel

(a) Clearly outlined standards of behavior for students and school personnel along with statements of consequences that will result from one or more violations of the outlined standards.

(b) A statement of consequences for **students under the age of 13** who physically assault and seriously injure a teacher or other individual on school property or at a school-sponsored or school-related activity. The consequences may include placement in an alternative setting.

2. Roles and Responsibilities of School System Personnel

(a) A statement that outlines the **superintendent's** responsibility for the following:

- coordinating the adoption and implementation of the plan;
- evaluating principals' performance regarding school safety;
- monitoring and evaluating the implementation of safety plans at the school level; and
- coordinating with local law enforcement and court officials appropriate aspects of implementation of the plan.

(b) A statement that outlines appropriate disciplinary consequences that may occur if the superintendent fails to carry out the responsibilities listed above. Consequences may include a reprimand placed in the superintendent's personnel file or withholding of the superintendent's salary or both.

(c) A statement that outlines the **school principal's** responsibility for the following:

- restoring, if necessary, and maintaining a safe, secure and orderly school environment;
- exhibiting appropriate leadership for school personnel and students;
- providing for alternative placements for students who are seriously disruptive;
- reporting all criminal acts; and
- providing appropriate disciplinary consequences for disruptive students.

(d) A statement that outlines appropriate disciplinary consequences that may occur if the principal fails to carry out the responsibilities listed above. Consequences may include a reprimand placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

(e) Clear statements of the roles of other **administrators**, **teachers**, and **other school personnel** in restoring, if necessary, and maintaining a safe, secure, and orderly school environment.

3. **Identifying and Serving Student Needs**

Include:

(a) procedures for identifying and serving the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior (*Programs should provide consequences or alternative placements from least restrictive to most restrictive and then exclusion, if necessary – e.g. tutorials, after-school and/or Saturday academies, conflict resolution, counseling sessions, behavior modification sessions, detention, ISS, OSS, etc.*);

(b) mechanisms for assessing the needs of disruptive and disorderly students, providing services to assist them in achieving academically and in modifying their behavior, and removing them from the classroom when necessary; and

(c) an evaluation component to assess the effectiveness of the strategies implemented to assist students at risk of academic failure or of engaging in disorderly or disruptive behavior.

B. <u>The Plan for Safety and Order:</u>

1. **The plan for the school system should contain the following elements:**

(a) Goals
(b) Measurable objectives
(c) Strategies to address the objectives
(d) Person(s) responsible for implementing strategies
(e) Time lines for implementing strategies
(f) Evaluation component, to include how much/well objectives have been met

2. **The plan should address the following considerations: Provision for . . .**

(a) A learning environment that is safe and orderly
(b) A positive school climate
(c) Management of emergency situations (riots, violent assaults with weapons, etc.)
(d) Safety of physical facilities

C. Final Components

1. Selecting Appropriate Professional Development

The local board shall provide staff development activities that are tightly aligned to the goals and objectives of the district's safe school plan.

2. Developing a System to Collaborate with Law Enforcement Officials and Court Officials

The local board shall develop a plan to work effectively with local law enforcement officials and court officials to ensure that schools are safe and that laws are enforced.

3. Providing Progress Reports to the Community

The local board shall make accessible to the school community, parents, and representatives of the local community information on the ongoing implementation and monitoring of the local plan, and the integration of the plan with educational and other services for students.

4. Designating the Person Responsible for Implementation of the Local Plan for Safety and Order

The local board shall provide the name and role description of the person responsible for implementation of the plan.

5. Directing the Local School Improvement Teams to Address their Safe School Needs within their Overall School Improvement Plan

The local board shall give direction to school improvement teams within the local school administrative unit to consider the special conditions at their schools and to incorporate into their school improvement plans the appropriate components of the local plan for maintaining safe and orderly schools.

6. Using Federal, State and Local Funds

The local board shall give a clear and detailed statement of the planned use of federal, state and local funds allocated for at-risk students, alternative schools, or both.

7. Providing Additional Information

The local board shall provide any other information it considers necessary or appropriate to implement **ARTICLE 8C** - "Local Plans for Maintaining Safe and Orderly Schools."

TIME LINES for 1997-98

1997-1998	Planning and preparing to implement all of the Safe School Legislation (Article 8C.)
January, 1998	State Board of Education: (a) disseminate to local boards guidelines for rewarding school principals for improving school safety and school climate; (b) disseminate a description of the safety intervention teams; and (c) disseminate guidelines for local boards' use in developing the local school administrative unit safe school plan.
December, 1997	Local boards begin developing or refining their local safe school plan.
March 31, 1998	Local boards submit five (5) copies of their local administrative unit safe school plan to the State Board.
July 1, 1998	Local boards shall begin implementation of their local safe school plans developed under the new legislation.

Guidelines for Rewarding School Administrators for Improving School Safety and School Climate

Directions: **Principals who are credited with Yes in four or more categories are eligible to receive the one percent (1%) salary increase.**

1. **The school has a comprehensive safe school plan that, where appropriate, contains the components designated by statute 115C-105.47.** Yes No

   - Student code of conduct and designated consequences for violating the code
   - Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
   - Procedures for identifying and serving the needs of students at-risk of academic failure or of engaging in disorderly or disruptive behavior
   - Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
   - Measurable objectives for improving school safety and order
   - Professional development clearly matched to the objectives for improving school safety and order
   - Plans to work with local law enforcement and court officials to ensure safety
   - A clear and detailed statement of the planned use of federal, state, and local funds allocated for at-risk students, alternative schools, or both
   - Methods of communicating the plan with the internal and external school community
   - Methods of dealing with emergencies (riots, assaults with deadly weapons, etc.)
   - Methods of providing a safe physical environment

2. **The school achieved at least 75% of the measurable objectives contained in its comprehensive safe school plan.** Yes No

3. **The school collects feedback annually from students, teachers, parents, and staff to determine their perceptions of school safety and climate, with at least 75% of those who return their feedback indicating positive perceptions or improvement in school safety and climate.** Yes No

4. **The principal deals with inappropriate/disruptive/violent student behavior in a timely and effective manner.** Yes No

5. **The school has programs, strategies and/or activities that promote good behavior/citizenship.** Yes No

Safety Intervention Teams

The State Board may provide a Safety Intervention Team to a school in order to promote or restore safety and an orderly learning environment at that school if one of the following applies:

(1) The local board of education or superintendent requests that the State Board provide a Safety Intervention Team to a school, and the State Board determines that the school needs the assistance; or

(2) The State Board determines within 10 days of its receipt of a request for assistance from a school improvement team or parent organization of a school that the school needs assistance, and that the local board has failed to provide adequate assistance to that school.

Purpose of Teams

The teams are to promote or restore a safe and orderly environment in situations where the academic environment is disrupted and learning is affected in a negative manner.

Teams Composition

Three to four practicing or retired education professionals shall make up each team (e.g. teachers, counselors, administrators, etc.).

Training

Each team members should participate in training to include:

- Safety needs assessment
- Short- and long-range safety planning
- Crisis management
- Conflict resolution
- Mediation/Facilitation
- Behavior management
- Standards for Safe Facilities
- Legal Issues

Support for Team Activities

Funds to support training, travel and lodging of team members will be provided by the state. Team members will be on contract to the Department for a period of up to one year, and will be assigned as directed by the State Board of Education.

Requesting Help

A School Improvement Team or PTA of a school may ask the local board of education to provide assistance in promoting or restoring safety and an orderly learning environment at the school. The school improvement team or PTA shall file a copy of this request with the State Board.

If the local board fails to provide adequate assistance to the school, then the school improvement team or PTA may ask the State Board to provide a safety intervention team to the school.

Status of Team Members

Appropriately selected and trained educators will be contracted by and assigned to the Department for up to a year at a time. Contracted team members will be dispatched to local education sites on the basis of a pre-established system of priority assignment.

Responsibilities of Teams

(1) Spend a sufficient amount of time to assess the problems at the school or school district;
(2) Assist school personnel with resolving those problems;
(3) Work with school personnel and others to develop a long-term plan for restoring and maintaining safety and an orderly learning environment at the school;
(4) Make written recommendations to the local board of education and the superintendent on actions they should consider to resolve problems at the school, which will become public record;
(5) Exert the same authority as the assistance teams assigned to low-performing schools.

PROTOCOL FOR PREPARATION
OF THE
LOCAL ADMINISTRATIVE UNIT SAFE SCHOOL PLAN

Directions: The following serves as a format local boards may use as they develop the local school administrative unit's safe school plan. Length of responses may be adjusted to meet the individual needs of a local board. Please consult the actual required components of a local plan from Section 115C-105.47 (b) of the legislation.

LEA:

Local Board of Education chairperson:

Local Superintendent:

I.(a.1) Give the name and title of the person assigned the responsibility for implementing the plan.

I.(a.2) Describe the responsibilities of person name in I. (a.1).

II. List the district policies, statements, plans and procedures that promote safe and orderly schools, and provide assistance for students who are at risk of academic failure or engaging in disruptive and disorderly conduct.

III. List methods by which your plan will be shared with parents and other members of the community.

IV.(a.1) Outline standards of behavior for students, plus related consequences for not adhering to the standards.

IV.(a.2) Define consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or at a school-sponsored or school-related activity.

IV.(a.3) Outline standards of behavior for school personnel, plus related consequences for not adhering to the standards.

V. Outline responsibilities of the following personnel in the development and implementation of the safe school plan for the district. Include appropriate disciplinary action for failure to carry out responsibilities.

A) Superintendent

B) Principals

C) Assistant Principals

D) Teachers

E) Instructional Support Personnel

F) Central Office Staff

G) Others

VI. Students at risk of academic failure or disruptive or disorderly behavior

a) Outline procedures for identifying and serving these students

b) Describe methods used to assess their needs

c) Describe the evaluation component used to assess the effectiveness of methods used to serve students at-risk of academic failure or disorderly or disruptive behavior.

VII. Planning protocol for safe and orderly schools: See planning form on p. 14

VIII. Staff development plan for safe and orderly schools: See form on p. 15

IX. Describe your plan for working effectively with local law enforcement and court officials to ensure that schools are safe and that laws are enforced.

X. Describe how the school community, parents, and local community will be regularly informed of the implementation and monitoring of the safe school plan, and its integration into educational and other services for students.

XI. List the instructions that will be provided to school improvement teams to insure that they carry out the above responsibilities relevant to them.

XII. Provide a detailed statement of the planned use of funds allocated for at-risk students, alternative schools, or both.

	Programs/Activities	Amount
Local Funds		
State Funds		
Federal funds		

XIII. Additional information that the local board deems it appropriate to submit.

COMPREHENSIVE SAFE SCHOOL PLAN
(Submit 5 copies to the State Board by March 31 annually)

LEA:

Safe School Goal/Objective:

Strategies	Resources Required	Time Line	Person(s) Responsible	Evaluation Measures

Signature of School Board Chair/Date Signed

Signature of Superintendent/Date Signed

STAFF DEVELOPMENT TO SUPPORT SAFE SCHOOL PLAN
(Submit 5 copies to the State Board along with the Comprehensive Safe School Plan)

LEA:

Safe School Goal/Objective:

Staff Development Activity	Resources Needed	Time Line	Person(s) Responsible	Evaluation	Funding Required/Budgeted

15

Signature of School Board Chair/Date Signed

Signature of Superintendent/Date Signed

SAFETY INTERVENTION TEAM
APPLICATION FOR ASSISTANCE

I. APPLICANT INFORMATION:

NAME:_____**Date**_____

LEA:_____

SCHOOL:_____

ROLE OF APPLICANT: ____**Chair, School Improvement Team**

____**President, PTA or PTSA**

____**Chair, Local Board of Education**

____**Superintendent**

II. REQUEST SUBMITTED TO:

____**Local Board of Education/Superintendent**

____**State Board of Education**

III. Summarize the demographics of the school (# of students, ethnic composition, grade levels, etc.)

IV. Explain thoroughly why this request is being made.

V. What strategies are currently being implemented to address the situation described in IV?

EXAMPLES
Measurable Objectives

1. A code of conduct will be posted in each classroom and distributed to each student by the beginning of each school year.

2. Ninety-five percent (95%) of the faculty will participate in staff development on managing students with disruptive behavior.

3. One-tenth (1/10) of the student body and all counselors will be trained to use conflict resolution methods by the end of the first quarter.

4. The number of out-of-school suspensions will decrease by 3% during this school year.

5. A tutorial program for students at risk of academic failure will begin serving students by the end of the first quarter.

6. The School Improvement Team, or its designee, will develop a plan to collaborate with law and court officials to improve student behavior by November 15.

7. A continuum of services/interventions will be established for disruptive students by the end of first semester.

Summary of Special Provisions - Budget

(Taken from Education Legislation: 1997 Session of the General Assembly, A DPI publication)

Sec. 8.29 Safe Schools

• **SBE** may provide assistance teams to assist schools in restoring safety and order.

• Permits a **teacher** to request assistance from a school-based committee for disruptive students if the teacher has requested assistance from the principal two or more times. Requires the principal to provide written notification if the recommendations of this committee are not followed.

• Appropriates $3.2 million to provide **additional teachers** in pilot middle schools for children who are academically below grade level, and placing these students in classes with a low student-to-teacher ratio.

• Authorizes a **local board** to secure documentation for students who transfer into their schools as to whether the student is under suspension or expulsion from a public or private school or has been convicted of a felony. Gives the local boards authority to deny admission or place reasonable conditions on admission of a student who has been suspended, expelled, or convicted or a felony.

• Requires **juvenile court counselors** to notify principals regarding juveniles (re-)entering their school who are charged with a felony offense. Allows principal to share this information with certain individuals, while keeping it confidential. Requires **law enforcement officers** to notify principals of persons under their watch who are charged with specified criminal offenses.

* Requires the **UNC system** to ensure administrator and teacher preparation and continuing education to maintain and restore safety and order in schools

• Requires **SBE** to review and consider modifications to school facility guidelines in the interests of school safety (e.g. relationship among school size, climate and disruption). Also requires **SBE** to review and modify policies and procedures to ensure accurate reports on students suspended or expelled.

* Requires **SBE** to improve its database and reports on violence in schools and student discipline.

• Amends duties of **teachers** to require that they, **student teachers**, **substitute teachers**, **voluntary teachers** or **teacher assistants** report acts of violence to principals.

• Creates an **At-Risk Students Task Force** to develop a plan to develop interagency agreements between education and other public agencies to provide cooperative services to students at risk of school failure and/or juvenile crime.

* Requires **DHHS (DHR)** to include DPI in the awarding, development and evaluation of SOS programs.

• Directs **SBE** to recommend to local boards ways to ensure academic achievement of students while they are in alternative learning programs.

• **Requires the SBE** and the **Secretary of Human Resources** to appoint an advisory committee to consider advisability of creating regional residential schools for students with emotional and behavioral problems so severe public schools cannot serve them.

• Requires **local boards** to remove to an alternative setting a student who is at least 13 and physically assaults and seriously injures a teacher or other personnel; if not available, shall suspend the student for no less than 300 days, but not more than 365. Has permissive language for removal to an alternative setting for a student who is at least 13 and physically assaults a teacher or adult, or physically assaults another student as witnessed by school personnel, or physically assaults and seriously injures another student.

• A new article that requires **local boards** to develop and implement local plans for maintaining safe and orderly schools by the beginning of 1998-99. Requires **SBE** to adopt guidelines for such plans and to provide related technical assistance. Directs **local boards** to annually inform the SBE how At-Risk Students /Alternative Schools Funding allotment has been used to prevent failure or promote school safety.

• Directs that each **school building** improvement and safety plan be coordinated with the district plan.

• Requires **SBE** to develop a plan to reward school principals for improving school safety and climate.

* A student's official record shall include long-term suspensions or expulsions (and the reason for such); this record shall be expunged if the student graduates or is not so disciplined again during the next 2 years.

* Makes a **principal**'s failure to report specified criminal acts on school property a class 3 misdemeanor.

• Does not allow students that have been expelled from school to be used in calculating the dropout rate.

• Obligates the **Board of Governors**, in consultation with **SBE**, to develop a program to train school, and local law enforcement and court officials to promote collaboration on school safety and discipline issues.

(Note: Sec. 8.30 (e) allows for a l% salary increase for **school administrators** contingent on the **local board** finding that the administrator's school has met measurable goals of the school's safe schools plan)

Student School Safety Survey I

Directions: We would like to have your opinion on issues related to the safety and security of our school. Your answers will help us in our discussions and plans for improving the schools. **Please do not write your name on this survey.**

Demographics:

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
   _____ White, non-Hispanic _____ African-American, non-Hispanic
   _____ Hispanic _____ Native American or Alaskan Native
   _____ Asian _____ Other_____

3. Grade in school:
   _____ 9th _____ 10th
   _____ 11th _____ 12th

4. In your opinion, what are the three biggest issues concerning your safety and security at school?

   1._____

   2._____

   3._____

5. Are there particular places at school where your feel unsafe? _____ Yes _____ No

   If yes, write them below and check the times of the day when these places seem unsafe.

Place on Campus	Before School	During Class	During Lunch	After School	All Day
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Please estimate how many times each of the following has happened to you at school or on the school bus this year.

6. I have had things stolen from my:

_____ Desk	Never	1-2 times	3-4 times	5+times
_____ Locker	Never	1-2 times	3-4 times	5+times
_____ Bookbags, purse or similar carrying case	Never	1-2 times	3-4 times	5+times

7. I have had money or things taken from me by force. Never 1-2 times 3-4 times 5+times

8. I have been physically **threatened**. Never 1-2 times 3-4 times 5+times

9. I have been physically **attacked**. Never 1-2 times 3-4 times 5+times

10.	I have been physically hurt or **injured**.	Never	1-2 times	3-4 times	5+times
11.	I have had unwelcome **sexual advances or propositions**.	Never	1-2 times	3-4 times	5+times
12.	I have had **attempts at sexual assault** on me.	Never	1-2 times	3-4 times	5+times
13.	I have been **sexually assaulted**.	Never	1-2 times	3-4 times	5+times
14.	I have seen physical fights **at school**.	Never	1-2 times	3-4 times	5+times
15.	I have seen fights **on the school bus**.	Never	1-2 times	3-4 times	5+times
16.	I have seen students carrying a weapon **at school**.	Never	1-2 times	3-4 times	5+times
17.	I have seen students carrying a weapon **on the school bus**.	Never	1-2 times	3-4 times	5+times
18.	I have seen students **possessing** harmful or illegal drugs or alcohol **at school** (DO NOT include tobacco or cigarettes)	Never	1-2 times	3-4 times	5+times
19.	I have seen students **using** harmful or illegal drugs or alcohol **at school**.	Never	1-2 times	3-4 times	5+times
20.	I have seen students **possessing or using** illegal drugs or alcohol **on the school bus**.	Never	1-2 times	3-4 times	5+times

21. Is there a process or place for students to report disruption, crime or violence that occurs in school?

yes no

22. Do school staff or officials follow up on such reports?

yes no

23. In your opinion, how serious are the following problems at school?

		Don't Know	No Problem	Small Problem	Serious Problem
a.	Vandalism, including graffiti	0	1	2	3
b.	Gangs	0	1	2	3
c.	Alcohol use	0	1	2	3
d.	Tobacco use	0	1	2	3
e.	Other drug use	0	1	2	3
f.	Selling of drugs	0	1	2	3
g.	Carrying weapons	0	1	2	3
h.	Racial conflict	0	1	2	3
i.	Other_____				

24. How safe do you feel at school?

very safe safe unsafe

Teacher School Safety Survey

This survey asks about your views on safety and crime on your campus. **Do not write your name on this survey. The answers you give will be kept confidential. Items 1, 2, and 3 are optional.** Circle only one answer for each question, unless you are given other instructions.

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
_____ White, non-Hispanic _____ African-American, non-Hispanic
_____ Hispanic _____ Native American or Alaskan Native
_____ Asian _____ Other_____

3 a. Grade(s) that you teach at this school. (Circle all that apply.)

Pre-K	1	2	3	4	5	6
K	7	8	9	10	11	12

b. How many years have you been teaching at this school?_____

4. In your opinion, what are the three biggest issues concerning your safety and security at school?
1._____
2._____
3._____

5. Are there particular places at school where you feel unsafe? _____ Yes _____ No
Where? _____

6. This school year, have you had something stolen from your desk, purse, or other place at school?

never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from you by using force, weapons, or threats at school?

never one to two times three to four times more than four times

8. This school year, has someone physically **threatened** you at school?

never one to two times three to four times more than four times

9. This school year, has someone physically **attacked** you at school?

never one to two times three to four times more than four times

10. This school year, has someone physically **hurt** or injured you at school?

never one to two times three to four times more than four times

11. This school year, has someone made **sexual advances or propositions** to you at school?

never one to two times three to four times more than four times

12. This school year, has someone **attempted to sexually assault** you at school?

never one to two times three to four times more than four times

13. This school year, has someone **sexually assaulted** you at school?

never one to two times three to four times more than four times

14. This school year, I have witnessed physical fights at school?

never one to two times three to four times more than four times

15. (Please disregard this missing item).

16. This school year, I have witnessed students carrying or possessing a weapon at school?

never one to two times three to four times more than four times

17. (Please disregard this missing item).

18. This school year, I have witnessed students **possessing** harmful or illegal drugs or alcohol at school (DO NOT include tobacco or cigarettes).

never one to two times three to four times more than four times

19. This school year, I have witnessed students **using** harmful or illegal drugs or alcohol at school.

never one to two times three to four times more than four times

20. (Please disregard this missing item).

21 a. Is there a process or place for students to report disruption, crime or violence that occurs in school?

yes no

b. Is there a process or place for staff to report disruption, crime or violence that occurs in school?

yes no

22. Do school staff or officials follow up on such reports of alleged abuse?

yes no

23. In your opinion, how serious are the following problems at school?

		Don't Know	No Problem	Small Problem	Serious Problem
a.	Vandalism, including graffiti	0	1	2	3
b.	Gangs	0	1	2	3
c.	Alcohol use	0	1	2	3
d.	Tobacco use	0	1	2	3
e.	Other drug use	0	1	2	3
f.	Selling of drugs	0	1	2	3
g.	Carrying weapons	0	1	2	3
h.	Racial conflict	0	1	2	3
i.	Other_____				

24. How safe do you feel at school?

very safe safe unsafe

Parent School Safety Survey

Your child's school is currently reviewing its policies and programs on school safety. The administration is interested in your ideas and opinion of the problems that need to be addressed. Please circle only one answer unless otherwise instructed. **Do not put your name on this survey.**

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
   _____ White, non-Hispanic _____ African-American, non-Hispanic
   _____ Hispanic _____ Native American or Alaskan Native
   _____ Asian _____ Other_____

3. Grade(s) of your children at this school. (Circle all that apply.)

   Pre-K 1 2 3 4 5 6
   K 7 8 9 10 11 12

4. In your opinion, what are the three biggest issues concerning you child's safety and security at school?
   1._____
   2._____
   3._____

5. Are there particular places in your child's school where he/she feels unsafe? _____ yes _____ no

   Where?_____

6. This school year, has your child had something stolen from his/her desk, locker, or other place at school?

   never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from your child at school by using force, weapons, or threats?

   never one to two times three to four times more than four times

8. This school year, has someone physically **threatened** your child at school?

   never one to two times three to four times more than four times

9. This school year, has someone physically **attacked** your child at school?

   never one to two times three to four times more than four times

10. This school year, has someone physically **hurt** or injured your child at school?

    never one to two times three to four times more than four times

11. This school year, has someone made **sexual advances or propositions** to your child at school?

    never one to two times three to four times more than four times

12. This school year, has someone **attempted to sexually** assault your child at school?

    never one to two times three to four times more than four times

13. This school year, has someone **sexually assaulted** your child at school?

never one to two times three to four times more than four times

14. This school year, has your child witnessed physical fights at school?

never one to two times three to four times more than four times

15. (Please disregard this missing item).

16. This school year, has your child witnessed other students **carrying or possessing** a weapon at school?

never one to two times three to four times more than four times

17. (Please disregard this missing item).

18. This school year, has your child witnessed other students **possessing** harmful or illegal drugs or alcohol? (DO NOT include tobacco or cigarettes).

never one to two times three to four times more than four times

19. This school year, has your child witnessed other students **using** harmful or illegal drugs or alcohol at school?

never one to two times three to four times more than four times

20. This school year, has you child witnessed other students possessing or using illegal drugs or alcohol on the school bus?

never one to two times three to four times more than four times

21. Is there a process or place for students to report disruption, crime and violence that occurs in school?

Yes No

22. Do school staff or officials follow up on such reports?

Yes No

23. In your opinion, how serious are the following problems at school?

		Don't Know	No Problem	Small Problem	Serious Problem
a.	Vandalism, including graffiti	0	1	2	3
b.	Gangs	0	1	2	3
c.	Alcohol use	0	1	2	3
d.	Tobacco use	0	1	2	3
e.	Other drug use	0	1	2	3
f.	Selling of drugs	0	1	2	3
g.	Carrying weapons	0	1	2	3
h.	Racial conflict	0	1	2	3
i.	Other_____				

24. How safe does your child feel at school?

very safe safe unsafe

Safe Schools Legislation: Levels of Responsibility (10/97)
SL 1997-443

NOTE: Responsibilities summarized below in **bold** type are those specifically addressed by legislation. Those listed responsibilities not in bold type are those which are implied by or related to legislated responsibilities.

SEC. 8.29 LEGISLATION SUBSECTIONS		SCHOOL	LEA/LBE	DPI/SBE
(a)	Safe Schools Assistance (Team)	A school improvement team or a parent organization may request assistance	**May unilaterally grant assistance or request it of State Board of Education**	**May grant or prescribe assistance, depending on demonstrated need of school or LEA.** Should develop guidelines to determine if an LEA needs assistance
(b)	Student assistance for disruptive students	**Teacher may request assistance of Student Assistance Team/School-Based Committee; principal makes final decision**	Superintendent receives principal's report of resolutions of referrals to appropriate committee	Revise and update best practices for student assistance teams
(c)	M.S. pilot project of smaller class sizes for level 1 & 2 students, to improve academics and behavior		**Certifies that extra teaching positions are used for legislated purposes**	Develops and issues eligibility criteria for qualifying schools. **Shall award and allocate extra teacher positions to qualifying LEAs/schools**
(d)	Student transfers with discipline or juvenile records	**Shall ensure properly documented student records for transfer students**	Reinforces school requests for additional information; **may decide on acceptance of transfers and placement**	
(e)-(g)	Juvenile records shared with schools	**Principal shall receive records from court counselor or law enforcement, and shall protect confidentiality of such records**		
(h)	Preparation of educators to produce safe and orderly schools			Advocate and cooperate with the UNC system for the initial preparation and continuing education of school professionals in safe schools matters

SEC. 8.29 LEGISLATION SUBSECTIONS		SCHOOL	LEA/LBE	DPI/SBE
(i)	School facility guidelines for safety	Performs facility review according to current regulations for all affected programs	Oversees and supports school reviews, and requests DPI assistance as needed	**State Board of Education shall issue revised facility guidelines**, and DPI provides appropriate technical assistance
(j)	Data and reports on specified offenses and related consequences of such offenses	**Principal submits accurate annual reports on school violence to DPI**, through his/her central office (See Safe Schools Act of 1993 for authorization of State Board of Education's Annual Report on School Violence)	Supports school reporting process, and verifies all reports as complete and correct	Collects, analyzes and reports on (a) incidence of and (b) consequences for specified acts; and (c) strategies to combat disruption, crime and violence. Revises above procedures on a regular basis
(k)	Reporting of acts referenced in (j) by teaching staff	**All teaching staff shall make such reports to principal**		
(l)	State-level At-Risk Students Task Force to develop plan for local interagency agreements		May be involved or consulted by State Board of Education/Department of Public Instruction	**State Board of Education shall chair Task Force and collaborate with Department of Human Resources in the provision of staff and clerical support**
(m)-(n)	Department of Human Resources "Save Our Students" (S.O.S.) program grants	May request a grant	May support and submit a school's grant request	**Department of Public Instruction shall be included in a Department of Human Resources Task Force to award, develop and evaluate grants** for after-school programs
(p)	State advisory committee to study regional residential schools for seriously disruptive students			**Department of Public Instruction shall collaborate with Department of Human Resources to determine the need and specifications for residential schools**
(q)	Suspension and alternative education placement of students who seriously physically assault faculty or students	Detects and reports incidents/students as specified	**Authorize mandatory or optional suspensions and/or placement of offending students on a case-by-case basis. Shall adopt policies that stipulate these consequences for specified acts.**	Disseminates the law related to serious physical assaults; reports (see i) such incidents and consequences annually

SEC. 8.29 LEGISLATION SUBSECTIONS		SCHOOL	LEA/LBE	DPI/SBE
(r)	Safe school plans required of schools and LEAs; bonus to school administrators tied to achievement of school plan	**Shall develop and incorporate a needs-based safe school plan into their overall school improvement plan, beginning this ('97-'98) school year. Safe school plan must have measurable objectives**	Oversees and approves of schools' integrated improvement and safe school plans. **Shall develop and submit to the State Board of Education an LEA plan that incorporates individual school plans during 1997-98, and shall implement it during 1998-99.** **Shall decide and authorize the administrator salary increase based upon satisfactory completion or attainment of the school's safe school plan. Shall report annually to State Board of Education on how state At-Risk/Alternative Education funding is used to promote school safety.**	**Shall issue guidelines for (a) development of comprehensive safe school plans, and (b) LEA determination of related administrator bonuses (see also Sec. 8.30) Shall collaborate with the UNC system in providing technical assistance relative to LEA plans.** Receive and act upon LEA fiscal accounting for the promotion of safe schools. **May require Local Board of Education sanctions against school employees, and may revoke the certification of superintendents who fail to develop and implement required safe school plans.**
(s)	Inclusion of disciplinary consequences in student records, and conditions for expunging such records	**Shall document in an offending student's record any disciplinary consequences levied against him/her, and the specified act that prompted such discipline.** **Such documentation shall be expunged if the student ultimately graduates or is not so disciplined again during two years after serving the original consequence.**	Promote district-wide policy and procedures to effectively document conduct offenses that prompt mandatory suspensions and expulsions	

SEC. 8.29 LEGISLATION SUBSECTIONS		SCHOOL	LEA/LBE	DPI/SBE
(t)	Principal's obligation to report acts specified in (j)	**Failure of principal to report to his/her superintendent and/or local law enforcement is a class 3 misdemeanor.**	Superintendent is responsible for system-wide accounting of specified acts to local law enforcement	Identify, develop and promote efficient and uniform statewide reporting systems (e.g. SIMS)
(v)	Training of local school, law enforcement and court officials in collaborative approaches to safe schools			**UNC system shall consult with the State Board of Education to develop such programs**
(w)	Funding of At-Risk Students/Alternative Education		LEAs may develop and refine alternative learning programs to both improve the safety of the regular schools, as well as serve the needs of seriously disruptive students	**Of all funds appropriated to the State Board of Education, $10 million shall be allocated for this purpose for each of 1997-98 and 1998-99.**

DPI GUIDELINES FOR SAFE SCHOOLS PLANS
Definition and Standards for Safe Schools

The North Carolina Department of Public Instruction's Instructional Support/Safe Schools Team offers the following framework for the planning of safe schools. A safe school is both a condition and an outcome of an effective school. Acquiring an orderly, disciplined and safe school is dependent on a comprehensive consideration of the total environment and climate of the school--physical, social, academic, and school-community.

Definition of Safe Schools

A safe school is one:

(1) Where identified or specified problems or incidents of disruption, crime and violence are progressively decreased to zero;

(2) Where any increase in reported incidents can be related to either (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts;

(3) Which is perceived to be orderly, disciplined and safe by a clear majority (e.g. at least 75 %) of major stakeholders (i.e., students, educators, parents), and where a clear majority of occupants feels safe and secure at any time, while the school strives for 100 percent on these dimensions;

(4) Where absences; inadequate academic performance; or dropouts, withdrawals or transfers due to feeling afraid in school is progressively decreased to zero; and

(5) Where those factors known or thought to contribute to these outcomes are progressively developed and nurtured.

Standards for Safe Schools

Physical Environment Standards

Grounds and Buildings: Safe schools have...

- Well-maintained facilities, grounds, and perimeters
- Controlled access to each facility, and surrounding grounds
- Notices that control access and direct visitors and occupants around school property
- Well-lighted and sighted accesses and traffic areas
  (See also DPI Guidelines for Safe School Facilities from Division of School Support)

Surveillance support: Safe schools have...

- Built-in or mobile security or detection devices
- Staff prepared to monitor security and detection devices, and to respond to alarms or detection of security threats or violations
- A cadre of law enforcement officers, and trained staff and/or volunteers to patrol school property
- Essential, accessible and functional communication devices for various users' support of security

Policies and Procedures: Safe schools have...

- Policies that guide, direct and limit access to and movement about school property
- Policies and procedures that guide responses to security violations

Social/Cultural Environment Standards

Expectations and Values: Safe schools have...

- Clearly stated and **written expectations** of behavior and conduct for all school participants
- Clearly stated and **written consequences** for inappropriate behavior and conduct for all school participants

Social/Cultural Environment Standards (cont.)

- Established procedures for clear, consistent and equitable **enforcement** of policies; and personnel who are prepared to implement such procedures

School Climate: Safe and effective schools...

- Operate on the basis of "Total Quality" concepts (e.g. meaningful involvement and empowerment of all stakeholders)
- Promote mutual respect, acceptance and affiliation among all stakeholders
- Create an environment that is free of threats and intimidation and is welcoming and inviting
- Do not tolerate or enable even subtle forms of disruption, crime and violence

Academic and Special Program Standards

Curriculum and Instruction: Safe and effective schools have...

- Curriculum goals, integrated curricula, and educational programs that promote character education, effective social skills, problem solving and decision making, anger management and conflict resolution, and good citizenship
- Instruction that is tailored to student needs and interests

Alternative Education: Safe/effective schools have alternative learning programs that...

- Reflect the curriculum and instruction standards identified for all schools
- Are connected with the regular education and other external programs so as to permit effective transitions of students between placements

Extracurricular Programs: Safe and effective schools have programs that...

- Appeal to and involve all segments of the student body
- Extend and support the school's "Social/Cultural Environment Standards"

Parent and Community Involvement

Parental Support and Involvement: Safe and effective schools have...

- Effective communication between parents and educators
- Parents who participate in their child's school and his/her overall development and performance (e.g. academic, character and conduct)
- Shared responsibility between parents and the school for student safety, discipline and positive involvement in school
- Effective educational programs for parents to support the above

Community Support and Involvement: Safe and effective schools...

- Establish lines of communication with all relevant community agencies/organizations (e.g., law enforcement, mental health, social services, public health and juvenile justice)
- Help to broker quality supervised care and recreation for students outside of regular school hours
- Access essential data and information on the health and welfare of the community, which can be used to identify critical needs of and plan related programs and interventions for school stakeholders
- Participate and cooperate with relevant community agents toward collaborative strategic planning and policy and program development

Summer 1996